



The Impact of Learning Communities on Year 3 Performance

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Acknowledgments

- 26 Learning Community Faculty Members and 4 Staff members
- Associate and Assistant Deans of Curriculum

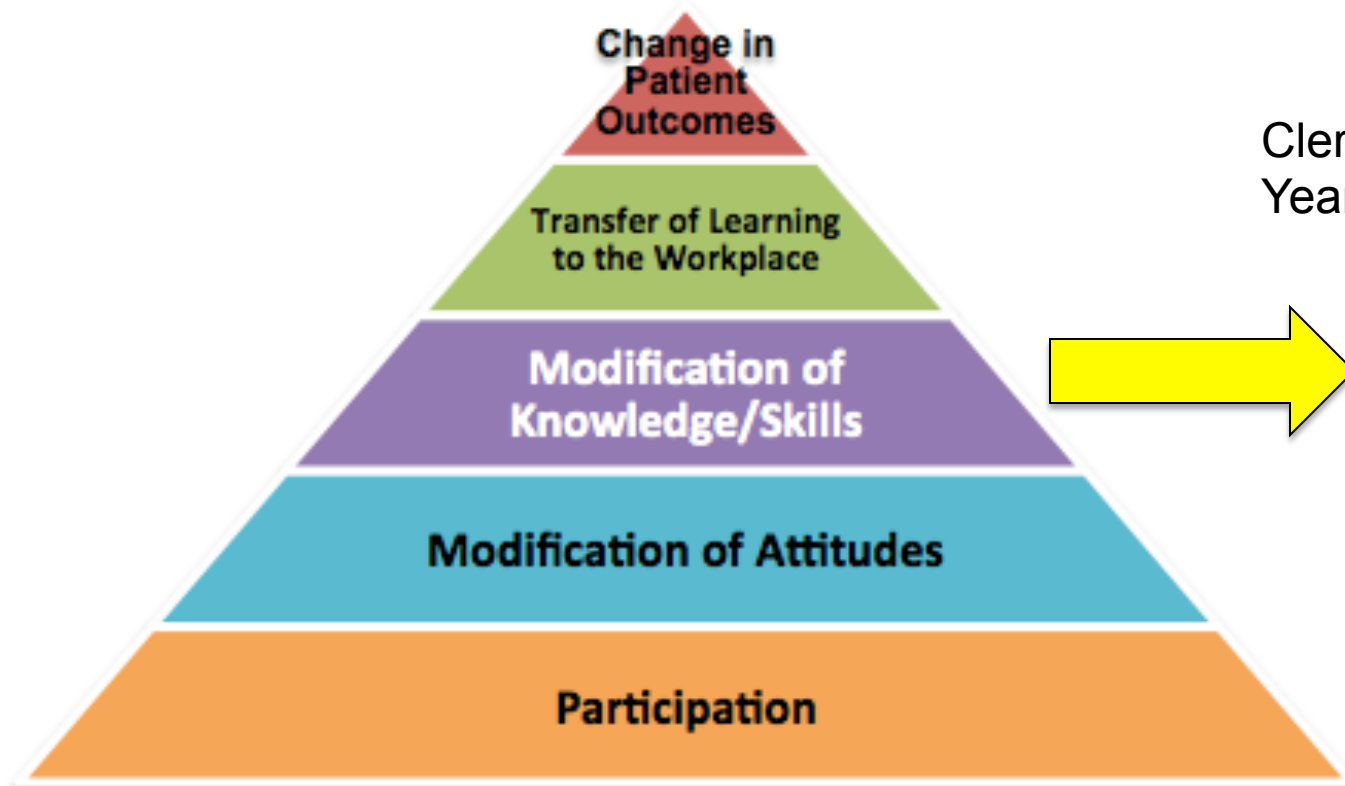


Disclosures

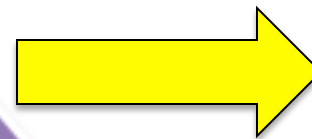
- None



Kirkpatrick's Modified Hierarchy



Clerkship
Year



LC students
performed better
than clinic students
at the end of year 2
(outcome: OSCE)



Program Description

- In 2013, the University of Utah implemented a clinical method curriculum (CMC) to ensure students meet clinical skills milestones across four years of medical school
- Content is delivered in learning communities





Program Description

MS Year 1	MS Year 2	MS Year 3	MS Year 4
Phase 1	Phase 2	Phase 3	Phase 4

LC faculty deliver curriculum to students weekly (4 hrs each time)



LC faculty meet with students to discuss Individualized Learning Plans

LC faculty deliver a Transition to Clerkship course



Year 1-2 Clinical Skills Instruction

	Classes 2013-2016	≥ Classes of 2017
Length of Instruction	4 months condensed	2 years expanded*
Mode of Instruction	Lecture + Groups of 25	Lecture + Learning Communities
Clinical Skills	History, Physical Exam, Communication, Write-ups	+ Clinical Reasoning, Advanced Exam Tech
Clinic experiences	30	18





Hypotheses

- LC students will have higher ratings from faculty and residents for their first clerkship compared to clinic students
- Unsure what to expect for last clerkship and end-of-year 3 OSCE between LC and clinic students



Clerkship Global Rating Form

- 19-items
 - Average score for CMC specific items: history gathering, physical exam, documentation, and presentation items
 - Average score for all other items
 - Omitted GRFs from LC core faculty
 - Analyses limited to students who completed a core clerkship in first block and last block
 - Clinic group: 57/86 (66%)
 - LC group: 76/99 (77%)



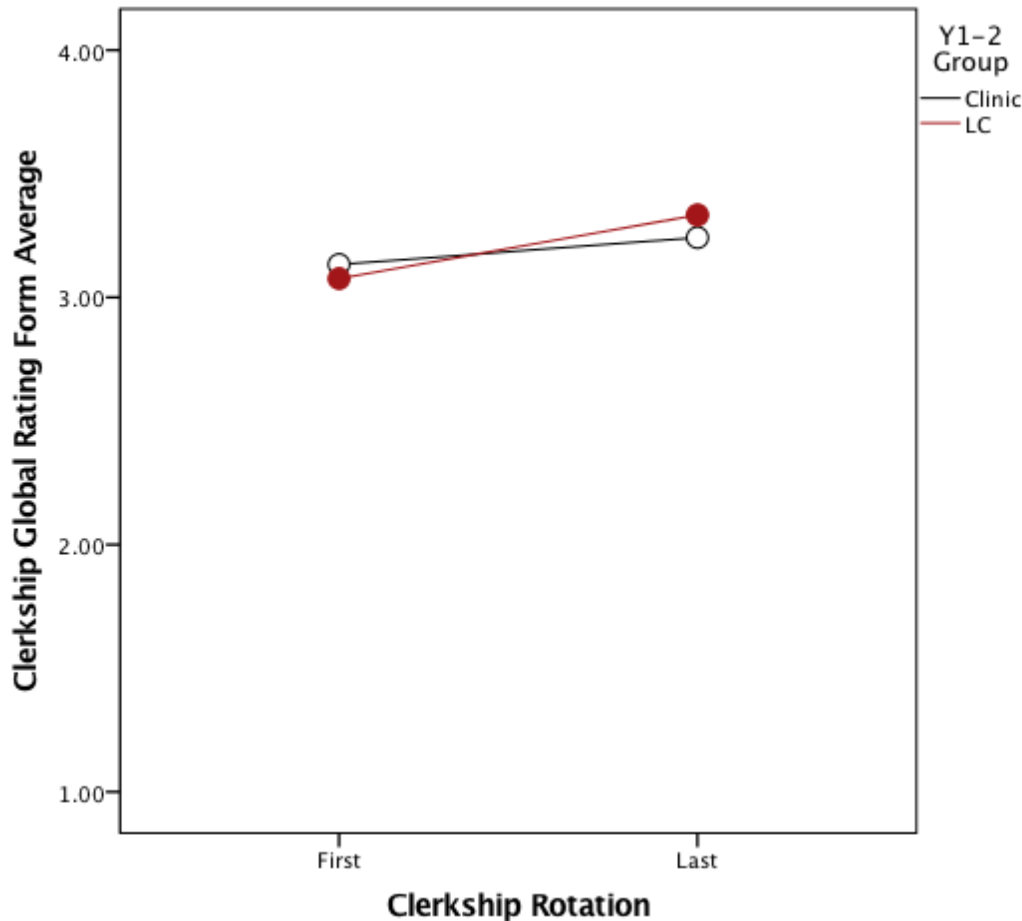
End-of-Year 3 OSCE

- High Stakes
- 7 Stations
- Four domain means were compared between the LC and clinic groups with Mann Whitney U tests
 - Analyses limited to students who completed the clerkship year
 - Clinic group: 78/86 (91%)
 - LC group: 89/99 (90%)



Average for CMC Specific Items

Scores were analyzed with a 2 (Rotation: first, last) x 2 (Group: clinic, LC) ANOVA

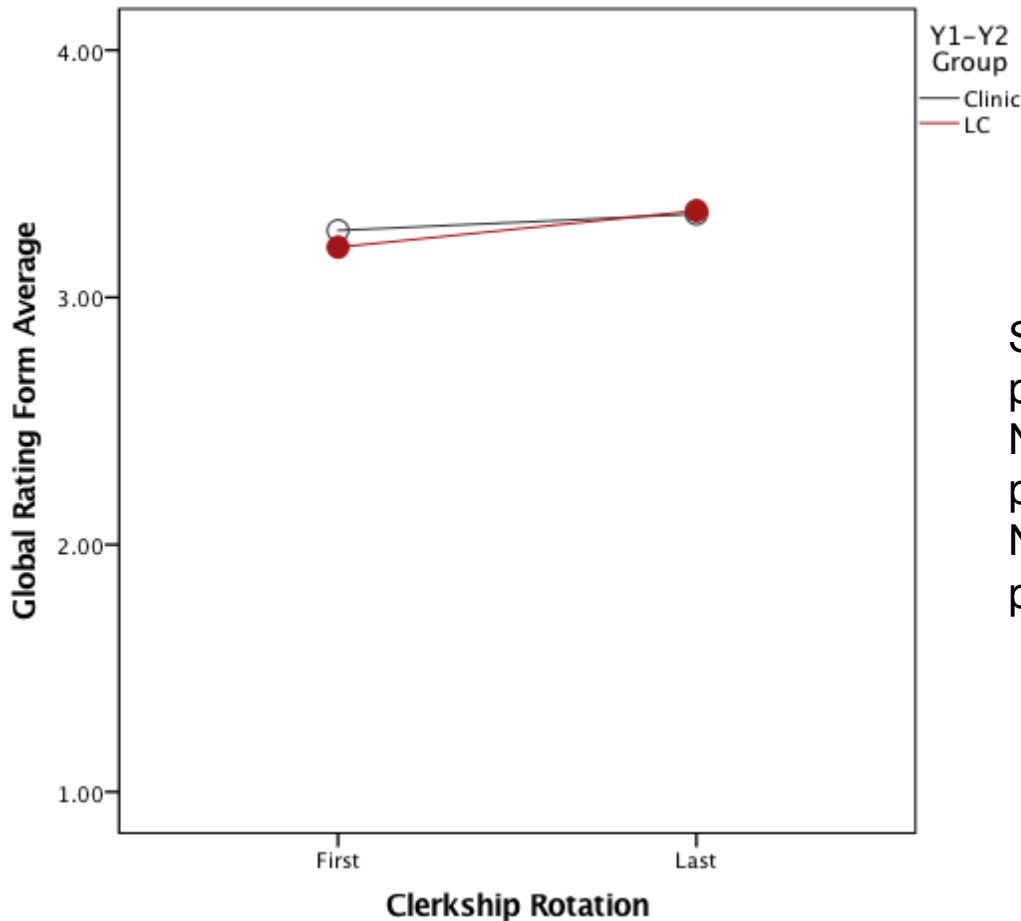


Significant main effect of **Rotation**,
 $p \leq 0.001$, $\eta^2_p = 0.11$
No main effect of Group,
 $p = 0.740$
No interaction of Rotation x Group,
 $p = 0.113$



Average for all other Items

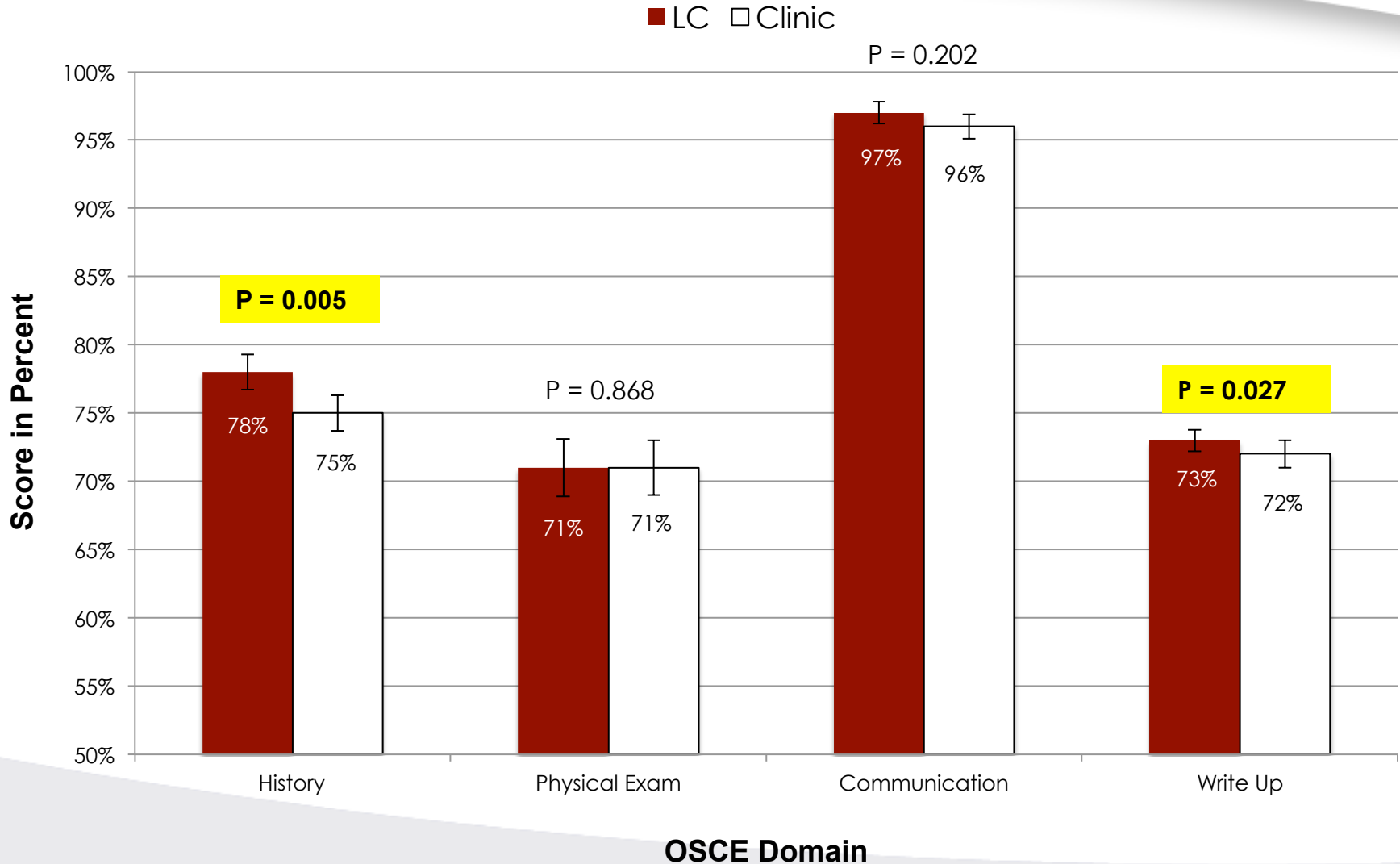
Scores were analyzed with a 2 (Rotation: first, last) x 2 (Group: clinic, LC) ANOVA



Significant main effect of **Rotation**,
 $p = 0.013$, $\eta^2_p = 0.05$
No main effect of Group,
 $p = 0.584$
No interaction of Rotation x Group,
 $p = 0.340$



End-of-Year 3 OSCE Mean Scores by Domain for 7 Cases





Conclusions

- No meaningful differences in clerkship global rating form scores between LC and Clinic students
- 3% increase for History Gathering and 1% increase for Write-up on OSCE for LC students relative to Clinic students



Next steps

- Look beyond GRF scores to see if there are any domain specific nuances in comments by faculty and residents
- Collect data from more cohorts
- Consider different outcomes